



THE KINGSWAY SCHOOL

The Kingsway School Cultural Diploma



Student name:

As you reach the end of Key Stage 3, all students are given the opportunity to develop all aspects of their character by working towards 'The Kingsway Cultural Diploma'. This is an award unique to our school that requires you to work towards challenges that bring together aspects of our academic curriculum, our culture of 'Ready, Respect, Safe', our opportunities for wider enrichment and our vision for all students to be compassionate individuals who contribute positively to society.

By earning your Bronze Award, you earn your Key Stage Three graduation certificate and the opportunity to attend our 'Year 9 Formal'. Although there is some overlap, the requirements of 'The Kingsway Cultural Diploma' do not cover all the required aspects of the academic curriculum. The **Bronze Award** can be completed with support from staff and requires you to demonstrate 'gateway knowledge' that forms the foundations of success in Year 10. The **Silver Award** has additional aspiration built into it. The **Gold Award** requires you to push yourself by completing a range of challenging and aspirational tasks that allow you to embody our school's culture.

The key elements of 'The Kingsway Cultural Diploma' are outlined below:

- Curriculum Requirement
- Careful Reading Requirement
- Community Contribution Requirement
- Ready-Respect-Safe Requirement
- Enrichment Requirement
- Cultural Requirement
- Diversity Requirement

Bronze Award:

Curriculum Requirement		Complete
English Language	Can write a critical piece of writing about Race Representation in Disney at the expected level with some support.	
English Literature	Can recall the plot and main characters of Blood Brothers, Animal Farm and Hamlet. Can explain how the theme of power is explored in all three texts.	
Maths	Can demonstrate that they can complete the following 5 key Maths skills, with scaffolding: Fluency with times tables, plot a linear graph, solve a 2 step equation, find the volume and surface area of a cuboid, calculate percentage increase/decrease.	
Biology	Can identify the gases involved in photosynthesis.	
Chemistry	Can identify elements using their group and period number.	
Physics	Can identify the energy stores that change in some examples given.	
French	Can recall a variety of French vocabulary for food and drink and use this in coherent sentences in the present tense - with prompts if necessary.	
History	Can define appeasement and identify at least two ways in which Britain and France appeased Hitler. Can identify basic causes of the Cold War.	
Geography	Can talk about the main geographical features of ecosystems, tropical rainforests, hot deserts, rivers and coasts, using some Geographical language - with prompts if necessary.	
Computer Science	Can create a document (Information Sheet or poster) to inform people and organisations about the different types of attacks that could be made on their networks.	
Art	Can create a series of drawings related to the theme of Food, demonstrating an ability to use at least 3 different techniques and materials.	
PE	Can talk about the short term effects of exercise. Can explain the rules of at least 2 different sports,	

	including one individual sport and one team sport, using some key terminology - with prompts if necessary.	
RE	<p>Can respond to a range of moral issues in an informed manner, such as; how we should treat the environment, animal rights, and decisions connected to the sanctity of life such as abortion and euthanasia.</p> <p>Can give arguments for and against opinions based on religious and non-religious worldviews, leading to a personal conclusion - with prompts if necessary.</p>	
Design Technology	<p>Electronics and Product Design: Can recall safety protocol and is able to identify a target market group to design for. Can identify hand tools and use them safely and independently. Can state what ACCESSFM stands for.</p> <p>Food: Can work safely and hygienically, using a range of non-powered equipment. Can display sound knowledge of the Eatwell Guide and the 5 nutrients</p>	
Performing Arts	<p>Can respond to a range of stimuli such as a text, song or quote, by creating ideas for a performance. Can work effectively within a group to demonstrate thoughts and ideas for devising from their stimulus.</p>	
Music	<p>Can respond to a range of stimuli and work effectively to explore key terminology and vocabulary across a diverse range of topics. Has developed the ability to share ideas and develop them creatively through composition and performance.</p>	

Careful Reading Requirement		Complete
Completing 8 Hours of 'Careful Reading' on Sparx Reader (4800 SRP)		
Community Contribution Requirement		
Contribution to TWO of the following community activities:		
Donating to Kingsway Foodbank Appeal		
Donating to Kingsway Shoebox Appeal		

Helping others via a student leadership role	
Taking Part in 'The Big Pick'	
Raising Money for a Charity of Your Choice	
Contributing to improving the local community	
Donating a book, textbook or revision guide to the school library	
Collecting and presenting 'Action Data' aimed at improving litter around the Broadway site	
Taking part in 'The Big Plastic Count' as part of British Science Week	
Completing the 'Volunteering' section of your Bronze Duke of Edinburgh Award	
Ready-Respect-Safe Requirement	
Completion of all the Ready-Respect-Safe criteria below:	
Can arrive at school each morning, ready to learn or can accept support from school to be ready to learn.	
Is able to explain (with prompting if necessary) some of the dangers that teenagers face online. Can explain how they can make positive choices to avoid putting others or themselves at risk.	
Is able to explain why having positive mental health is desirable. Can give an example of something that they (or others) might do to help maintain positive mental health.	
Achieving a 95% positive point ratio between February and May OR is able to achieve this with support from an adult over a defined time period.	
Enrichment Requirement	
Engagement with AT LEAST ONE enrichment activity in or outside of school.	
Attending a sports club or team	
Attending an arts club or creative activity	
Attending an enrichment club in school (such as a chess club)	
Developing a hobby outside of school	
Attending a community event	

Representing the school in an after-school event	
Participating in a School Production	
Participating in another enrichment activity of their choice	
Completing the 'skills' section of their Bronze Duke of Edinburgh	
Completing the St. John's Ambulance Duke of Edinburgh First Aid Skill	
Completing the 'physical' section of their Bronze Duke of Edinburgh	
<p>Further Ideas:</p> <ul style="list-style-type: none"> • Dancing - Stockport Council • Music and theatre - Stockport Council • Digital skills - Stockport Council • Sports and fitness - Stockport Council • Outdoors and adventure - Stockport Council • Arts and crafts - Stockport Council 	
Cultural Requirement	
Visiting AT LEAST ONE of the following places outside of school between February and May and explaining what they learnt from their visit:	
A museum	
A library	
An art gallery	
A theatre production	
A significant local statue	
A nature reserve	
A Live cultural event	
An historical building in a local town or city	
Going to an independent cinema to watch a non-mainstream film	
Completing AT LEAST ONE of the following activities:	
Watching a foreign-language film and explaining what they learnt from it	
Watching a documentary about a famous artist, creator or musician and explaining why that person is significant.	
Achieving all the badges from: Google Arts & Culture	

Scoring 50% or more on Pop Culture Quiz Britannica	
Scoring 50% or more on European Capitals Quiz Britannica	
Scoring 50% or more on Name that Painter! Quiz Britannica	
Scoring 50% or more on Where on Earth is That? Quiz Britannica	
Scoring 50% or more on Name That Thing: Food Quiz Britannica	
Scoring 50% or more on Ancient Gods and Monsters Quiz Britannica	
Diversity Requirement	
Can recall the 9 protected characteristics in the UK.	
Can explain why it is important to treat people without prejudice.	
Aspiration Requirement	
Can research a career they are interested in and summarise it (verbally or in a fact sheet). Can explain why they are considering this profession.	

Silver Diploma:

Curriculum Requirement		
All of the Bronze Requirement		
English Language	Can explain how a critical piece of writing about Race Representation in Disney includes the aristotelian triad to engage the reader.	
English Literature	Can explain power structures in 1980s Liverpool, during the Russian Revolution and in Shakespeare's era. Can explain these representations in relation to Blood Brothers, Animal Farm and Hamlet.	
Maths	Can independently demonstrate 5 key Maths skills: Fluency with timestables, plotting a linear graph, solving a 2 step equation, finding the volume and surface area of a cuboid, and calculating percentage increase/decrease.	
Biology	Can describe how gases released from plants change according to the time of day.	
Chemistry	Can compare the chemical and physical properties of group 1 metals and transition metals.	

Physics	Can describe changes to energy stores in various examples.	
French	Can recall a variety of French vocabulary for food and drink and use this in coherent sentences in two tenses, giving opinions and reasons.	
History	Can explain how and why Britain and France appeased Hitler. Can explain some of the causes of the Cold War	
Geography	Can talk about the main geographical features of ecosystems, tropical rainforests, hot deserts, rivers and coasts, using precise geographical language. Can explain the physical and human features within each environment.	
Computer Science	Can identify the different types of attacks to a network, explain what types of attackers there are and what reasons they might have to attack a network.	
Art	Can independently research an artist of their own choice who is inspired by the theme of food. Can demonstrate a confident ability to describe the artist's work in detail, using keywords and specialist language, expressing a personal opinion of the artist's work.	
PE	Can talk about the short term and long term effects of exercise. Can explain the rules of at least 4 different sports, including a minimum of one individual sport and one team sport and use key terminology to explain the laws of the game.	
RE	Can respond in an informed and sensitive manner to a range of moral issues such as; how we should treat the environment, animal rights, and decisions connected to the sanctity of life such as abortion and euthanasia. Can evaluate opinions linked to the topics giving clear arguments for and against, referring to religious and non-religious worldviews leading to an evidence-based conclusion.	
Design Technology	Is able to identify a risk and can explain prevention in a high risk environment. Can identify and link materials to their uses and their properties. Can work independently in a practical lesson and use	

	<p>machinery safely.</p> <p>Can describe ACCESSFM.</p>	
Food Technology	<p>Food:</p> <p>Can work independently, managing their food workspace in a safe and hygienic manner.</p> <p>Can explain why some ingredients have been selected, using sound knowledge and understanding of their nutritional properties and function within a dish.</p>	
Performing Arts	<p>Can respond to a range of stimuli such as a text, song or quote, by creating ideas for a performance.</p> <p>Can effectively work within a group to demonstrate thoughts and ideas for devising from their stimulus.</p> <p>Can explore key terminology and theatrical techniques within the devising.</p>	
Music	<p>Can respond to a wide range of stimuli and work effectively to explore key terminology and vocabulary across a diverse range of topics.</p> <p>Has developed the ability to share and demonstrate ideas and developed thoroughly creative and imaginative thematic ideas through both composition and performance.</p>	

Careful Reading Requirement	Complete
Completing 12 Hours of 'Careful Reading' on Sparx Reader (7200 SRP)	
Community Contribution Requirement	
Contribution to THREE of the following community activities:	
Donating to Kingsway Foodbank Appeal	
Donating to Kingsway Shoebox Appeal	
Helping others via a student leadership role	
Taking Part in 'The Big Pick'	
Raising Money for a Charity of Your Choice	
Contributing to improving the local community	
Donating a book, textbook or revision guide to the school library	
Collecting and presenting 'Action Data' aimed at improving litter around the Broadway site.	

Taking part in 'The Big Plastic Count' as part of British Science Week.	
Completing the 'Volunteering' section of their Bronze Duke of Edinburgh Award.	
Ready-Respect-Safe Requirement	
Completion of all the Ready-Respect-Safe criteria below:	
Arriving at school each morning and ready to learn each day.	
Producing a leaflet that clearly explains the dangers that teenagers face online and gives advice on how they can make positive choices to avoid putting others or themselves at risk.	
Is able to explain why having positive mental health is desirable and can give an example of something that themselves or others might do to help maintain positive mental health.	
Achieving a 95% positive point ratio between February and May.	
Enrichment Requirement	
Engagement with AT LEAST TWO enrichment activities in or outside of school.	
Attending a sports club or team	
Attending an arts club or creative activity	
Attending an enrichment club in school (such as a chess club)	
Developing a hobby outside of school	
Attending a community event	
Representing the school in an after school event	
Participating in a School Production	
Participating in another enrichment activity of their choice	
Participating in another enrichment activity of their choice	
Completing the 'skills' section of their Bronze Duke of Edinburgh	
Completing the St. John's Ambulance Duke of Edinburgh First Aid Skill	
Completing the 'physical' section of their Bronze Duke of Edinburgh Award	
Cultural Requirement	

Visiting TWO of the following places outside of school between February and May and explaining what they learnt from their visit:	
A museum	
A library	
An art gallery	
A theatre production	
A significant local statue	
A nature reserve	
A Live cultural event	
An historical building in a local town or city	
Going to an independent cinema to watch a non-mainstream film	
Completing TWO of the following activities:	
Watching a foreign-language film and explaining what they learnt from it	
Watching a documentary about a famous artist, creator or musician and explaining why that person is significant.	
Achieving all the badges from: Google Arts & Culture	
Scoring 75% or more on Pop Culture Quiz Britannica	
Scoring 75% or more on European Capitals Quiz Britannica	
Scoring 75% or more on Name that Painter! Quiz Britannica	
Scoring 75% or more on Where on Earth is That? Quiz Britannica	
Scoring 75% or more on Name That Thing: Food Quiz Britannica	
Scoring 75% or more on Ancient Gods and Monsters Quiz Britannica	
Diversity Requirement	
Can recall the 9 protected characteristics in the UK and explain why it is important to treat people without prejudice.	
Is able to explain why having a protected characteristic can mean that somebody is disadvantaged. Can explain how an inclusive society should help overcome this.	

Aspiration Requirement		
Can research a career they are interested in and can summarise it (verbally or in a fact sheet). Can explain why they are considering this profession, and name a key fact or statistic about it.		
For their chosen career path, can explain at least one route into this profession, including the qualifications they need to enter it and how they might progress through it.		

Gold Diploma:

Curriculum Requirement		
All of the Bronze and Silver content PLUS a portfolio that includes evidence of the following:		
English Language	Can complete an additional piece of independent critical writing answering the question: 'How can we make our world more inclusive?'	
English Literature	Can complete a one page response to the question: 'How is the theme of power represented in literature over time?' Part of this response should include reference to reading they have done outside of the curriculum.	
Maths	Can research and create a fact file on similar shapes and enlargements (the first year 10 unit of work).	
Biology	Can explain in writing why the gases released from a plant change at different times of day.	
Chemistry	Can describe and explain the changes in reactivity in groups 1 and 7.	
Physics	Can calculate the changes to energy stores and can represent these in diagrams.	
French	Can recall a variety of French vocabulary for food and drink and use this in coherent sentences in three tenses, giving opinions and reasons. This may be done orally or via a written response.	
History	Can write a one page answer or produce a concept map to the question: Were Britain and France right to	

	appease Hitler or were the USA to blame for the Cold War? Can use contextual knowledge to evaluate this.	
Geography	Can talk about the main geographical features of ecosystems, tropical rainforests, hot deserts, rivers and coasts, using precise geographical language. Can explain the physical and human features within each environment. Can evaluate a range of strategies to help resolve key issues within each environment.	
Computer Science	Can identify the different types of attacks to a network, and explain what types of attackers there are and what reasons they might have to attack a network. Can describe the various laws we have in the UK to protect people's data and networks.	
Art	Can work independently to create a piece of art, inspired by the theme of Food. Can demonstrate an ability to be creative when skilfully working with a range of techniques and materials to create a personal outcome.	
PE	Can explain the short term and long term effects of exercise. Can explain the rules of at least 6 different sports, including a minimum of one individual sport and one team sport, using key terminology to explain the laws of the game. Can identify and link components of fitness to sports.	
RE	Can respond verbally, and in an informed and sensitive manner, to a range of moral issues such as: how we should treat the environment, animal rights, and decisions connected to the sanctity of life such as abortion and euthanasia. Can critically evaluate opinions linked to the topics; outlining logical arguments based on sound understanding of a variety of religious and non-religious worldviews leading to a justified personal conclusion.	
Design Technology	Is able to create a risk assessment and apply knowledge in a practical working environment to use machinery safely. Can verbally explain the working properties of materials, select and use them correctly.	
Food Technology	Can demonstrate independent working practice with a high level of skill, focusing on safety and hygiene.	

	Can adapt cooking methods, ingredients and recipes to specific dietary requirements and dovetail recipes to manage time effectively.	
Performing Arts	Can respond to a range of stimuli such as a text, song or quote, by creating ideas for a performance. Can work effectively within a group to demonstrate thoughts and ideas for devising from their stimulus. Can explore key terminology and theatrical techniques within the devising. Can explore key terminology and theatrical techniques within the devising. Can develop a character and perform in that role to an audience.	
Music	Can develop thoroughly creative and imaginative thematic ideas and present these through a mixture of mediums, both technological and acoustic, for both composition and performance.	

Careful Reading Requirement	Complete
Completing 20 Hours of 'Careful Reading' on Sparx Reader (1200 SRP)	
Community Contribution Requirement	
Contribution to FOUR of the following community activities:	
Donating to Kingsway Foodbank Appeal	
Donating to Kingsway Shoebox Appeal	
Helping others via a student leadership role	
Taking Part in 'The Big Pick'	
Raising Money for a Charity of Your Choice	
Contributing to improving the local community	
Donating a book, textbook or revision guide to the school library	
Collecting and presenting 'Action Data' aimed at improving litter around the Broadway site.	
Taking part in 'The Big Plastic Count' as part of British Science Week.	
Completing the 'Volunteering' section of their Bronze Duke of Edinburgh Award.	

Ready-Respect-Safe Requirement	
Completion of all the Ready-Respect-Safe criteria below:	
Arriving at school each morning ready to learn each day.	
Writing a critical one page response to the question: To what extent does the impact of technology in our society depend on the moral compass of the humans that use it?	
Creating a piece of media that gives advice to Year 6 students on how to look after their mental health. This may be: an advertisement, a leaflet, a short video, a podcast or a magazine article.	
Achieving a 95% positive point ratio between February and May AND has less than FIVE negative points.	
Enrichment Requirement	
Engagement with AT LEAST THREE enrichment activities in or outside of school.	
Attending a sports club or team	
Attending an arts club or creative activity	
Attending an enrichment club in school (such as a chess club)	
Developing a hobby outside of school	
Attending a community event	
Representing the school in an after school event	
Participating in a School Production	
Participating in another enrichment activity of their choice	
Participating in another enrichment activity of their choice	
Completing the 'skills' section of their Bronze Duke of Edinburgh Award	
Completing the St. John's Ambulance Duke of Edinburgh First Aid Skill	
Completing the 'physical' section of their Bronze Duke of Edinburgh Award	
Cultural Requirement	
Visiting THREE of the following places outside of school between February and May and explaining what they learnt from their visit:	
A museum	

A library	
An art gallery	
A theatre production	
A significant local statue	
A nature reserve	
A Live cultural event	
An historical building in a local town or city	
Going to an independent cinema to watch a non-mainstream film	
Completing THREE of the following activities:	
Watching a foreign-language film and explaining what you learnt from it	
Watching a documentary about a famous artist, creator or musician and explaining why that person is significant.	
Achieving all the badges from: Google Arts & Culture	
Scoring 75% or more on Pop Culture Quiz Britannica	
Scoring 75% or more on European Capitals Quiz Britannica	
Scoring 75% or more on Name that Painter! Quiz Britannica	
Scoring 75% or more on Where on Earth is That? Quiz Britannica	
Scoring 75% or more on Name That Thing: Food Quiz Britannica	
Scoring 75% or more on Ancient Gods and Monsters Quiz Britannica	
Diversity Requirement	
Can recall the 9 protected characteristics in the UK and explain why it is important to treat people without prejudice.	
Can explain why having a protected characteristic may mean that somebody is disadvantaged and can explain how an inclusive society should help overcome this.	
Can explain how the idea of 'intersectionality' links to diversity and can explain either verbally or in writing (using examples) how a combination of factors can lead to increasing disadvantage in our society.	
Aspiration Requirement	

<p>Can research a career they are interested in and summarise it (verbally or in a fact sheet).</p> <p>Can explain why they are considering this profession, and name a key fact or statistic about it.</p>	
<p>For their chosen career path, can explain at least one route into this profession, including the qualifications needed to enter it and how they might progress through it.</p>	
<p>Can complete an aspect of either work experience or volunteering outside of school. This may be independent or linked to their Duke of Edinburgh Bronze Award. They must provide a reference or certificate of validation for this requirement.</p>	